DOCUMENT RESUME

ED 277 185 EC 191 390

TITLE	Understanding Parenting Skills: Unit 9. Parent Education Workbook for Mainstreamed Students. Part II: Child Care. Contemporary Parenting Choices. Module 4.
INSTITUTION	Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
REPORT NO	ISBN-0-8138-2508-3
PUB DATE	85
NOTE	28p.; For the other guides in this series, see EC 191 378-393.
AVAILABLE FROM	Iowa State University Press, 2121 South State Ave., Ames, IA 50010 ($3.00).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Alcoholism; Child Abuse; *Child Rearing; Family Problems; High Schools; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parent Child Relationship; *Parenthood Education; *Parenting Skills; Workbooks

ABSTRACT

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the third in the Child Care part of the workbook, focuses on understanding parenting skills and includes individual lessons on how parents can help children grow and develop, why parents need to show love to their children, how parents can communicate with their children, how parents can guide their children's behavior, and some problems (such as child abuse and alcoholism) parents may have. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED277185

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Parent Education Workbook for Mainstreamed Students

PART II / **CHILD CARE**

contemporary parenting choices lessons

UNIT 9

understanding parenting skills

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Hugh M. Schultz
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC191390

CONTENTS

C-1 How Can Parents Help Children Grow and Develop? 9-1

C-2 Why Do Parents Need to Show Love to Their Children? 9-6

C-3 How Can Parents Communicate with Their Children? 9-10

C-4 How Do Parents Guide Behavior of Children? 9-15

C-5 What Are Some Problems That Parents May Have? 9-20

© 1985 The Iowa State University Press
All rights reserved

Printed by The Iowa State University Press, Ames, Iowa, from camera-ready copy provided by the Department of Home Economics Education, Iowa State University, under the supervision of Project Director Jerelyn Schultz.

No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission from the publisher, except for brief passages quoted in a review.

International Standard Book Number 0-8138-2508-3

Lesson 1

HOW CAN PARENTS HELP CHILDREN GROW AND DEVELOP?

This lesson will help you to:

1. List things a parent can do in the home to help a child grow and develop.

DO YOU KNOW THIS WORD?

---

environment - the world around you

****

ACTIVITY

Use the word above in a sentence. Write your sentence on the lines below.

environment _____

_____

****

WHAT IS AN ENVIRONMENT?

A baby's environment usually begins with home and family. As the child gets older, the environment gets larger. It includes more people and places. Let's see how Lori's environment got larger.

When Lori was an infant, she usually stayed at home. Her mom, dad and brother played with her. Sometimes her mom left her at her grandma and grandpa's house.

Lori learned to walk when she was a year old. Then she was able to go from room to room. Soon she began to play with the neighborhood kids. She also began going to church school.

When Lori was 3 years old, she went to nursery school. She liked her teacher and had lots of friends. Her mom took her along when she went shopping.

****

ACTIVITY

How might Lori's environment get larger as she starts grade school? List three ways here.

1. _____

2. _____

3. _____

When she starts high school? List three ways here.

1. _____

2. _____

3. _____

****

HOW DOES ENVIRONMENT AFFECT CHILDREN?

Most parents want to provide their children with a good environment. They want their children to grow physically, mentally and socially. Parents often ask, "What can we do to help our child learn?"

There are many things a parent can do. Making sure a baby is fed, warm and healthy is the first step. Taking care of the baby's emotional needs is important too. This can be done by holding the baby and laughing and talking with the baby.

Parents can make sure that the baby's environment is interesting and exciting. This can be done with toys and play. The type of toys and play will need to change as the baby gets older. Toys should let the baby do many things like build, roll and throw. They should also use different senses like hearing, touching and seeing.

Babies also need help and support. They should not be held back when they are ready to learn. A baby's need to explore is good. There are many ways a parent can support and help a child. Hugging, kissing and saying "super" are all ways.

****

ACTIVITY

Can you think of five ways a parent can say "very good"? Here are some ideas to help you.

Great!

I'm proud of you.

You are learning fast.

1. _____

2. _____

3. _____

4. _____

5. _____

****

WHAT HAPPENS IF THERE ARE PROBLEMS IN THE ENVIRONMENT?

A child needs an environment that is interesting and exciting. Sometimes there are problems with the environment. This could happen if the parents or other caregivers don't give a child enough attention and support. Some parents are too strict and do not let their children explore.

A child's development also depends on the adults' feelings and how they expect the child to act. Some parents expect boys to be noisy and active. They may think little girls should be "sugar and spice and everything nice". This teaches children sex roles. Sex roles are changing. Children shouldn't be taught that boys act one way and girls act another.

****

ACTIVITY

The Millers believed that little boys should play hard. They thought little girls should be quiet. They wanted their son Richard to play and explore. But they treated their daughter Sally differently. They wanted her to play quietly and keep her dress clean.

Do you agree with the Millers' treatment of Richard and Sally?
Tell why.

_____

_____

If you were Sally and Richard's parents:

1. List the things you would do to help Sally's environment grow.

_____

_____

2. List the things you would do to help Richard's environment grow.

_____

_____

****

It doesn't have to cost a lot of money to make a child's environment larger. Going to the grocery store and letting a child feel smooth cans and cold milk is simple and easy. Many towns have libraries. Children can check out books. They may be able to listen to stories. This will give a child new ideas. Going to the park is fun for children. They can swing and play on other toys. They might meet other children. All of these activities will enlarge a child's environment. They will help a child grow and develop.

KEY IDEAS

A BABY'S FIRST ENVIRONMENT BEGINS WITH ITS HOME AND FAMILY AND GROWS TO INCLUDE MORE PEOPLE AND PLACES.

THE ENVIRONMENT AFFECTS HOW A CHILD DEVELOPS PHYSICALLY, SOCIALLY AND MENTALLY.

ATTENTION AND SUPPORT FROM PARENTS HELP A CHILD GROW AND DEVELOP.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. The first environment babies are aware of is their neighborhood.
T F 2. A child's environment affects the child's growth and development.
T F 3. Children grow and develop best if they have attention and support from their parents.
T F 4. The first environment babies are aware of is their family.
T F 5. A child's environment affects the child's eye and hair color.
T F 6. Children grow and develop best if they get everything they want.

****

Lesson 2

WHY DO PARENTS NEED TO SHOW LOVE TO THEIR CHILDREN?

This lesson will help you to:

1. Explain why parents need to show love to their children.
2. Identify ways parents can show love to their children.

DO YOU KNOW THIS WORD?

---

secure - sure of oneself

****

ACTIVITY

Use the word above in a sentence. Write your sentence on the lines below.

secure _____

_____

****

WHY DO CHILDREN NEED LOVE?

How do you feel about the people you love? You might want to be near them. Babies want to be near people who love them. They need to be held by loving adults. Love is as important as food and sleep to a baby.

Showing love to babies lets them know they belong. Babies will feel good about themselves and their world. They will learn trust. As babies grow, they will be more likely to give and receive love.

A child must learn to love. First, babies learn to love those who feed and hold them. Slowly they begin to love other family members, toys and pets. Small children may love a toy as much as they love their parents. They don't know the difference. It takes time for a child to learn different kinds of love.

****

ACTIVITY

Answer true if the statement is true or false if the statement is false.

_____1. Babies don't need love.

_____2. Giving love to babies is a way of showing them they belong.

_____3. Newborn babies know how to love people.

****

HOW CAN PARENTS SHOW LOVE?

There is no one way to love a child. Every child and parent is different. Love can be shown verbally and non-verbally. Verbally means it is spoken. Can you think of ways love is shown verbally? Some ideas are saying, "I like you," or, "You are wonderful."

Non-verbally means it is not spoken. Can you think of some ways love is shown nonverbally? Some ideas are hugging, winking and kissing.

It is not important how the love is shown. It is more important that love is shown. When a healthy baby feels love, the baby is at ease and feels secure. Love and the trust that comes with it are important for the well being of the baby.

As a child becomes a preschooler, the parents can show love by praise and support. This lets the child know he or she is loved.

Children in grade school may not want their parents to hug or kiss them in front of others. They still need support and love. Parents may pat them on the back or wink at them. They may hug them at home where the other kids won't see it.

****

ACTIVITY

Can you list three ways a parent could show love to a school-age child? Remember not to use hug or kiss.

1. _____

2. _____

3. _____

****

A teenager may have ups and downs in his or her feelings. A parent can show love by being patient and kind. Parents can let their teenagers know they support and trust them. Teenagers will know their parents love them. This gives the teenager security and a feeling of self worth.

KEY IDEAS

SHOWING THEM LOVE WILL ALLOW CHILDREN TO GIVE AND RECEIVE LOVE LATER IN LIFE.

LOVE CAN BE SHOWN VERBALLY OR NONVERBALLY.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Children need to learn to love so they can do well in school.

T F 2. Hugging someone and saying, "I love you," shows love only verbally.

T F 3. Children need to learn to love so they can give and receive love later in life.

T F 4. Hugging someone and saying, "I love you," shows love both verbally and nonverbally.

****

Lesson 3

HOW CAN PARENTS COMMUNICATE WITH THEIR CHILDREN?

This lesson will help you to:

1. Give reasons why communication between parent and child is important.
2. List ways parents can communicate with children.

DO YOU KNOW THESE WORDS?

---

acceptance - belief in someone for who they are
communication - any way people share ideas or feelings with others
confidence - belief in your and other's abilities
nonverbal - without words
self worth - good feelings you have about yourself
verbal - using words

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

acceptance _____

_____

communication _____

_____

confidence _____

_____

nonverbal _____

_____

self worth _____

_____

verbal _____

_____

****

WHAT IS COMMUNICATION?

Communication is what you say and how you say it. Communication can be verbal or nonverbal. You communicate with looks, actions, silence and words.

It is important that parents communicate with children. Good communication helps children to develop confidence and feelings of self worth. It makes life with them nicer. It helps them grow into adults who have good feelings about themselves and others.

HOW CAN PARENTS COMMUNICATE WITH CHILDREN?

There are many good ways a parent can communicate with a child. Let's look at some.

A parent can communicate acceptance. Children who know their parent accept them are able to grow, change and feel good about themselves. They are more likely to get along with others. They will want to share their feelings and problems with their parents.

****

ACTIVITY

Larry says, "Mom, I'm afraid to sleep alone." Check the answer from his mother which shows acceptance.

____1. "You're acting like a big baby. You ought to be ashamed."

____2. "I know you are afraid. I'll turn the night light on for you."

____3. "If you don't want to sleep alone how about sleeping with your teddy bear?"

****

A parent can communicate interest by using door openers. A door opener invites a child to say more and share ideas and feelings and lets children know their parents are interested and listening. Some examples of door openers are: "Tell me more" and "Why do you think it's that way?" A parent needs to listen well and pay attention. How do you feel when you are talking to someone who keeps watching TV?

A parent needs to talk with a child. The child can discuss his or her needs and interests. Talking with children is a two way conversation--talking and then listening to what they have to say. Talking with children when they are young will be helpful as they become teenagers because communication which begins when children are young will keep on as they get older.

A parent should use more "do's" than "don'ts." Tell the child what to do rather than what not to do. This lets the child know what is expected.

Here are some examples of statements changed from "don'ts" to "do's".

The do's	The don'ts
Hold your coat up so it doesn't drag.	Don't drag your coat.
Hold the kitty gently.	Don't squeeze the kitty.
Close the door softly.	Don't slam the door.

****

ACTIVITY

Can you change these don't statements into do's? Write your answer in the space on the right.

Don't run in the store. _____

Don't touch that. _____

Don't yell at me. _____

****

Parents can communicate respect by using good manners with their children. A parent should say, "Please," "Thank you," and "You're welcome" to children. It lets them know the parent respects them. Children learn by imitating. They will learn to be polite also.

Three ways parents can communicate with their children are by showing acceptance, showing interest and showing respect.

****

ACTIVITY

Check the one idea below that you feel is most important and explain why.

_____ acceptance

_____ showing interest

_____ showing respect

Why?

_____

_____

****

KEY IDEAS

GOOD COMMUNICATION BETWEEN PARENTS AND CHILDREN CAN HELP CHILDREN FEEL GOOD ABOUT THEMSELVES.

SOME WAYS OF COMMUNICATING WITH CHILDREN ARE BY SHOWING ACCEPTANCE, SHOWING INTEREST AND SHOWING RESPECT.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Good communication between parents and children helps children develop feelings of self worth.

T F 2. Parents can communicate interest to a child by telling the child to go play.

T F 3. Good communication between parents and children causes problems and hurt feelings.

T F 4. Parents can communicate interest to a child by inviting the child to share ideas.

****

Lesson 4

HOW DO PARENTS GUIDE BEHAVIOR OF CHILDREN?

This lesson will help you to:

1. List ways of guiding children's behavior.

DO YOU KNOW THESE WORDS?

---

behavior - a person's actions
discipline - behavior used to teach children right from wrong
effective - works well
limits - amounts of a behavior allowed
praise - behavior that shows people they did well
punishment - behavior that shows people they did wrong

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

behavior _____

_____

discipline _____

_____

effective _____

limits _____

_____

praise _____

_____

punishment _____

_____

****

WHAT ARE THE CHARACTERISTICS OF GOOD DISCIPLINE?

Discipline helps children learn the difference between good and bad behavior. Parents use discipline to help their children decide how to act. Discipline includes praise and punishment.

Effective parents set limits and stick with them. Many parents are afraid if they are firm their children will not love them as much. Children will keep bothering a parent if they find out the parent will give in. Children need and want limits. They lose respect for those who do not stick to what they say.

****

ACTIVITY

Read about Scott.

Scott's mom told him he couldn't have a candy bar before dinner. Scott began to whine. His mother said, "No." Scott started to cry. Scott's mom still said, "No." Then Scott fell on the floor and began kicking. Scott's mom said, "OK, stop that and I'll give you a candy bar."

Did Scott's mom set any limits? _____

What did Scott learn?

_____

_____

****

Children sometimes want to test their parents by being naughty. They want to see if their parents are firm or if they will back down. Children want parents who are fair and firm. This gives children a sense of security. It lets them know their parents care.

One mistake parents often make is to punish children when they do something wrong and forget to praise them when they do something right. They also may use the same punishment for all bad behaviors of their child. For example, if Johnny steals money from a purse, he is spanked. When he beats up his younger brother, he is spanked. When he doesn't make his bed, he is spanked. Johnny learns that when he does something bad, he is spanked. He doesn't learn what he should do. Let's see how the punishment for bad behavior can help the child learn a good behavior at the same time.

****

ACTIVITY

When Sarah starts a fight with her younger sister she is given a "time out." This means she has to sit by herself for about 5 minutes. When she writes on the walls, she has to scrub them clean. She may not like this. She will think twice before she writes on the walls again.

Can you think of a punishment that matches the following problems?

Problem	Punishment
Patsy comes home late for supper.	_____
	_____
Mark tracks mud into the kitchen.	_____
	_____

****

The punishment should follow the bad behavior right away. Children may not remember what they did wrong. A parent should never say, "Wait until your father/mother gets home."

An important part of discipline is praise. Smiles, hugs and rewards are important. Children need to know they are loved. They need to have feelings of self worth and feel good about themselves.

****

ACTIVITY

How do you feel when it seems like everything you do is wrong?

_____

_____

How do you feel when someone smiles or hugs you?

_____

_____

****

KEY IDEAS

PARENTS GUIDE CHILDREN'S BEHAVIOR BY SETTING LIMITS AND USING DISCIPLINE.

DISCIPLINE INCLUDES GIVING PRAISE AND PUNISHMENT.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Parents guide children's behavior by scolding and spanking them.

T F 2. Discipline includes punishment only.

T F 3. Parents guide children's behavior by setting limits and using discipline.

T F 4. Discipline includes both praise and punishment.

****

Lesson 5

WHAT ARE SOME PROBLEMS THAT PARENTS MAY HAVE?

This lesson will help you to:

1. Give examples of problems parents may have which require help from others.

DO YOU KNOW THESE WORDS?

---

agency - an office that provides a service
alcoholic - a person who can't get along without alcohol to drink
Alcoholics Anonymous - a group of people who help each other stop drinking too much
child abuse - mistreat a child in any way
incest - sexual intercourse between close relatives

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

agency _____

_____

alcoholic _____

_____

Alcoholics Anonymous _____

_____

child abuse _____

_____

incest _____

_____

****

WHAT ARE PROBLEMS PARENTS MAY HAVE?

Growing up can be hard. Every child has some problems. But many children must face problems that even adults give up on. Often it is adults who create the problems.

One of these problems is child abuse. Child abuse is an adult hurting a child. There are different types of child abuse. One type is physical abuse. The child may be beaten, burned or bitten. Another type of child abuse is incest. Incest is sexual intercourse between close relatives. This happens most often between fathers and daughters. A third type is emotional abuse. This happens when an adult talks mean to a child or just doesn't care about the child. Parents may neglect their children. This means they don't provide food, medicine, clothing or shelter for their children. They may not show their children love.

Parents that abuse their children are often lonely people. They can't cope with their personal problems. Many times these parents were abused when they were children.

Another problem parents may have is alcoholism. Alcoholism is not being able to control the urge to drink. Parents who are alcoholics may not know they are hurting their family and themselves. Alcoholics hurt their families by spending money on alcohol that could better be spent on food or other needs. Alcoholics may lose their jobs and drivers' licenses.

****

ACTIVITY

List the three types of child abuse.

1. _____

2. _____

3. _____

Give an example of how each can happen.

1. _____

2. _____

3. _____

****

WHAT ARE SOME AGENCIES THAT CAN HELP?

There are many government and public agencies that can help parents with their problems. These agencies may not be the same in all towns or cities. Parents should call the Department of Social Services to find out what agencies are in their town.

These agencies help protect the children. The agencies can help prevent the break-up of the family. They may help prevent more problems. The

agencies do this by teaching parenting skills. They also help parents deal with their problems.

A program to help alcoholics is called Alcoholics Anonymous. There are also programs for the spouse and children of an alcoholic.

****

ACTIVITY

Look in the yellow pages of the phone book. Look for Social Services. List the number here _____.

What are other agencies listed that could help parents with problems?

_____

_____

Now look for the number for Alcoholics Anonymous. List the number here _____.

****

KEY IDEAS

PARENTS MAY HAVE PROBLEMS THAT CAUSE THEM TO ABUSE THEIR CHILDREN OR DRINK TOO MUCH ALCOHOL.

THERE ARE MANY AGENCIES THAT CAN HELP PARENTS WITH THEIR PROBLEMS.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Parents who abuse their children have personal problems they cannot handle.

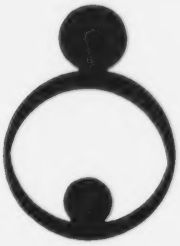
T F 2. Parents who have problems can get help by sending their children away from home.

T F 3. Parents who abuse their children do not have problems they cannot handle.

T F 4. Parents who have problems can get help by calling a government or public agency.

****

SEE YOUR TEACHER FOR THE UNIT TEST.



Parent Education Workbook for Mainstreamed Students

The fourth module in the Contemporary Parenting Choices Series from the Iowa State University Press, *Parent Education Workbook for Mainstreamed Students*, is designed to present parenthood education information to mentally and/or learning disabled students in high school home economics classes.

It contains 12 units, each in a work/text format that offers lessons and lesson objectives, vocabulary, appropriate reading materials, suggested evaluation items for use with each, and an annotated bibliography of supplementary materials.

They provide instruction in 12 major topic areas: self-awareness, relationships, sexuality, living situations, marriage, the decision to parent, pregnancy, growth and development of children, parenting skills, adolescence, the work world, and child care job skills.

A teachers manual explains the development of each of these major topic areas, details characteristics of mentally and learning disabled students, and provides methods and strategies for working with these students.

Parent Education Workbook for Mainstreamed Students was developed by members of the Iowa State University Department of Home Economics Education under the direction of Jerelyn Schultz and the auspices of the Iowa Department of Public Instruction.

THE DECISION TO PARENT: A TEACHING GUIDE, the first in a series of modules devoted to contemporary parenting, is directed toward teachers and counselors of teenagers to make them aware of the parenting choices available to them and to prevent unwanted pregnancies.

After completing the study outlined in this first module the student should be able to appraise the variety of responsibilities involved in being a parent and utilize the decision-making process in determining if and when to become a parent.

It implements Public Law #94-492 (1976) that requires the teaching of family living, parenting skills, and child development and guidance in vocational home economics programs.

It is edited by Jerelyn Schultz, assisted by Penny Ralston, Barbara Rougvie, and Margaret Jan Kelly, all of the Iowa State University Department of Home Economics Education. (1980. ISBN 0-8138-1595-9. Paper, comb binding.)

SEXUALITY AND THE ADOLESCENT: A TEACHING GUIDE, the second in the series, is designed for use by teachers, counselors, and others who work with adolescents in the area of sexuality education.

It focuses on the effect of adolescent growth and development on teenagers' self-concepts, the influence of interpersonal relationships within and outside the home on sexual attitudes and behavior during adolescence, and the stages of pregnancy and the decisions to be considered in each.

A broad, sensitive approach to sexuality education, this module addresses feelings, values, experiences, relationships, and how the individual views himself or herself as male or female. Additional topics include the traditional sexuality education concepts such as human physiology and birth control.

Editor Jerelyn Schultz was assisted by Penny Ralston, Barbara Rougvie, Margaret Torrie, and Jillian Boyd, all of the Iowa State University Department of Home Economics Education. (1981. ISBN 0-8138-1616-5. Paper, comb binding.)

PARENTING TODAY: A TEACHING GUIDE, the third module in a series on contemporary parenting, is designed to help teachers assist adolescent youth to become more knowledgeable about what is involved in parenting children.

Six major areas where skills are identified and emphasized are: (1) fostering children's maturation through knowledge of child growth and development; (2) providing an environment that encourages growth and development; (3) maintaining affective parent-child communication; (4) guiding the behavior of developing children; (5) showing parental love and affection to children; and (6) managing available human and material resources.

Parenting Today: A Teaching Guide was developed under the direction of Jerelyn Schultz, assisted by Margaret Torrie, Barbara Rougvie, Jillian Boyd, and Maxine Hammonds of the Iowa State University Department of Home Economics Education, with the cooperation of the Iowa State Department of Public Instruction. (1984. ISBN 0-8138-0358-6. Paper, comb binding.)

THE IOWA STATE UNIVERSITY PRESS / AMES, IOWA 50010 ISBN 0-8138-2508-3